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ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF CHARLESTOWN.

DECEMBER, 1852.



CHARLESTOWN:
PRINTED BY CALEB RAND.
1853.

REPORT.

The School Committee of Charlestown respectfully submit the following Annual Report :

At the commencement of the fiscal year, the Board presented to the City Council its estimate of the amount of money that would be needed to carry on the schools, namely, twenty-five thousand dollars and the City's portion of the school fund. This sum, however, was not sufficient to meet the total of the current expenses; but there was in the hands of the treasurer funds that had accumulated mostly from the interest on the notes held by the board; and most of this, one thousand dollars, it was thought best to use for the annual expenses. So that the above sum of twenty-five thousand dollars was all that the committee required, and this was appropriated by the City Council.

During the past year the Board voted to establish an intermediate school. It is sometimes the case that pupils of eight or ten years of age in the primary schools, who come from abroad without previous school advantages, and others from neglect or absence, are unable to keep up with their class; but are too old to attend the primary schools and too little qualified to enter the grammar schools. It is the object of this school to receive such pupils, and qualify them for the grammar schools. This school will be kept in the new building on Winthrop street. With this exception, there has been no change of the organization of the schools.

As this school has not yet been opened, there are now but three grades of schools, the Primary, Grammar, and High Schools; twenty-seven primaries, eight grammar schools, and one high school. At the close of the October term, there were 2029 pupils in the primaries, 108 more than in 1851; 1330 pupils in the eight grammar schools, 118 more than in 1851; 94 in the high school, 18 more than in 1851. The total number of pupils in the schools is 3453; increase over last year, 204. As the expense of the schools is about \$27,000, it follows that the city pays about eight dollars a head for the instruction of its youth; and as the population is between sixteen and seventeen thousand, it follows that one-fifth of it consists of pupils in the schools.

This increase of children, points clearly to an increase of schools. The tables of the primary schools will show how crowded they were at the October examination. A new school was established in November in Ward Two, and is kept in the Ward House; and a new school will be required in this locality. The houses in the neighborhood of Lawrence street have much increased, and some of the grammar schools are also too full; thus the Winthrop has about sixty more pupils than it has seats. Hence the annual appropriation for the next year must necessarily be increased.

PRIMARY SCHOOLS.

The following tables contain statistics of the Primary Schools at the close of the winter and summer terms :

| No. of Schools. | Primary Schools. Teachers Names. | Location. | Whole Number Winter Term. | Boys. | Girls. | No. at close of Winter Term. | Boys. | Girls. | Average attend- ance. | Present at Examination. | No. of visits of Sub-Committees. |
|-----------------|-------------------------------------|---------------------------|------------------------------|-------|--------|---------------------------------|-------|--------|--------------------------|----------------------------|-------------------------------------|
| 1 | Mary J. Brown | Bunker Hill School House | 83 | 42 | 41 | 60 | 29 | 31 | 46 | 55 | 7 |
| 2 | Malvina B. Skilton | Mead street | 83 | 42 | 41 | 77 | 37 | 40 | 57 | 69 | 9 |
| 3 | Hannah H. Sampson | Rear of 187 Main street | 99 | 51 | 48 | 63 | 30 | 33 | 50 | 57 | 16 |
| 4 | Charlotte M. Moore | Warren School House | 68 | 41 | 27 | 54 | 33 | 21 | 40 | 48 | 13 |
| 5 | Mary J. Chandler | Elm street | 64 | 37 | 27 | 54 | 31 | 23 | 39 | 41 | 14 |
| 6 | M. L. Everett | Elm street | 97 | 56 | 41 | 70 | 40 | 30 | 50 | 52 | 14 |
| 7 | Susan L. Sawyer | Rear of 187 Main street | 114 | 50 | 64 | 94 | 40 | 54 | 52 | 84 | 13 |
| 8 | J. M. Ranstead | Bartlett street | 72 | 42 | 30 | 58 | 34 | 24 | 43 | 51 | 26 |
| 9 | S. E. Woodbridge | Bartlett street | 73 | 31 | 42 | 70 | 30 | 40 | 49 | 52 | 9 |
| 10 | Frances E. Smith | Common street | 69 | 36 | 33 | 57 | 31 | 26 | 45 | 55 | 6 |
| 11 | Joanna S. Putnam | Common street | 82 | 42 | 40 | 75 | 38 | 37 | 50 | 62 | 9 |
| 12 | Catherine D. Flint | Bow street | 84 | 46 | 37 | 73 | 43 | 30 | 52 | 60 | 9 |
| 13 | M. E. Lincoln | Bow street | 75 | 38 | 37 | 64 | 35 | 29 | 44 | 49 | 10 |
| 14 | Sarah E. Smith | Bow street | 110 | 47 | 63 | 86 | 41 | 45 | 60 | 80 | 11 |
| 15 | Jane E. Rugg | Bow street | 72 | 35 | 37 | 67 | 34 | 33 | 42 | 58 | 7 |
| 16 | Abby E. Hinckley | Common street | 96 | 46 | 50 | 75 | 40 | 35 | 55 | 62 | 8 |
| 17 | Emily S. Fernald | Bunker Hill st., at Point | 127 | 62 | 55 | 82 | 39 | 43 | 56 | 72 | 16 |
| 18 | Ellenora Butts | Bunker Hill st., at Point | 122 | 59 | 63 | 106 | 60 | 46 | 67 | 85 | 13 |
| 19 | Louisa W. Huntress | Moulton street | 113 | 54 | 59 | 84 | 41 | 43 | 50 | 72 | 9 |
| 20 | Elizabeth C. Hunting | Winthrop street | 62 | 30 | 32 | 58 | 26 | 32 | 35 | 42 | 4 |
| 21 | Louise P. Hunting | Bartlett street | 80 | 44 | 36 | 75 | 42 | 33 | 45 | 66 | 9 |
| 22 | Frances M. Lane | Bartlett street | 92 | 45 | 47 | 75 | 37 | 38 | 50 | 64 | 12 |
| 23 | Mary A. Osgood | Haverhill street | | | | | | | | | |
| 24 | C. M. Chamberlain | Common street | 66 | 38 | 29 | 59 | 32 | 27 | 40 | 50 | 4 |
| 25 | H. M. Sanborn | No. 2 Ward Room | 103 | 56 | 47 | 83 | 55 | 38 | 51 | 52 | 6 |
| 26 | Charlotte Poole | Elm street | 61 | 37 | 24 | 25 | 16 | 9 | 32 | 34 | 13 |
| 27 | Louisa A. Pratt | | 101 | 42 | 59 | 67 | 25 | 52 | 43 | 57 | 3 |

| No. of Schools. | Primary Schools. Teachers Names. | Whole Number Summer Term. | Boys. | Girls. | Number at close of Summer Term. | Boys. | Girls. | Average Attendance. | Present at Examination. | No. of visits of Sub-Committees. | NAMES OF Sub-Committees. |
|-----------------|-------------------------------------|------------------------------|-------|--------|------------------------------------|-------|--------|------------------------|----------------------------|-------------------------------------|-----------------------------|
| 1 | Mary J. Brown | 99 | 43 | 56 | 68 | 38 | 30 | 50 | 59 | 3 | Charles D. Lincoln. |
| 2 | Malvina B. Skilton | 117 | 51 | 76 | 95 | 40 | 55 | 67 | 81 | 5 | George Bradford. |
| 3 | Hannah H. Sampson | 107 | 52 | 55 | 84 | 43 | 41 | 58 | 64 | 9 | " " |
| 4 | Charlotte M. Moore | 82 | 46 | 36 | 66 | 40 | 26 | 53 | 61 | 17 | Andrew K. Hunt. |
| 5 | Charlotte Poole | 92 | 53 | 39 | 70 | 43 | 27 | 58 | 58 | 14 | " " |
| 6 | M. L. Everett | 100 | 46 | 54 | 79 | 35 | 42 | 59 | 68 | 10 | William Williams. |
| 7 | Susan L. Sawyer | 128 | 64 | 64 | 96 | 48 | 48 | 69 | 90 | 8 | " " |
| 8 | J. M. Ranstead | 72 | 41 | 31 | 61 | 33 | 28 | 52 | 56 | 10 | Lemuel Gulliver. |
| 9 | S. E. Woodbridge | 69 | 31 | 38 | 61 | 27 | 34 | 44 | 54 | | " " |
| 10 | Frances E. Smith | 95 | 46 | 49 | 76 | 37 | 39 | 55 | 68 | 9 | Nathan Merrill. |
| 11 | Joanna S. Putnam | 93 | 45 | 48 | 76 | 37 | 39 | 56 | 66 | 8 | " " |
| 12 | Elizabeth A. Lord | 99 | 57 | 42 | 72 | 41 | 31 | 51 | 64 | 7 | O. C. Everott. |
| 13 | M. E. Lincoln | 81 | 37 | 44 | 51 | 26 | 25 | 42 | 59 | 13 | William Tufts. |
| 14 | Sarah E. Smith | 121 | 59 | 62 | 87 | 43 | 44 | 66 | 74 | 9 | " " |
| 15 | Jane E. Rugg | 89 | 41 | 48 | 78 | 33 | 45 | 52 | 65 | 8 | O. C. Everett. |
| 16 | Abby E. Hinckley | 122 | 63 | 59 | 84 | 43 | 41 | 63 | 67 | 4 | James Adams. |
| 17 | Emily S. Fernald | 100 | 44 | 56 | 86 | 39 | 47 | 64 | 72 | 7 | J. G. Fuller. |
| 18 | Ellenora Butts | 122 | 68 | 64 | 101 | 53 | 48 | 73 | 76 | 7 | " " |
| 19 | Louisa W. Huntress | 113 | 62 | 51 | 98 | 53 | 45 | 68 | 80 | 5 | Edw. Thorndike. |
| 20 | Elizabeth C. Hunting | 63 | 39 | 34 | 49 | 20 | 29 | 50 | 50 | 2 | J. G. Fuller. |
| 21 | Louisa P. Hunting | 97 | 50 | 47 | 75 | 37 | 39 | 60 | 66 | 5 | John Sanborn. |
| 22 | Frances M. Lane | 100 | 55 | 45 | 80 | 41 | 39 | 60 | 75 | 5 | " " |
| 23 | Mary A. Osgood | 95 | 45 | 50 | 65 | 29 | 36 | 56 | 53 | 2 | Charles D. Lincoln. |
| 24 | C. M. Chamberlain | 74 | 41 | 33 | 65 | 35 | 30 | 42 | 51 | 4 | James Adams. |
| 25 | H. M. Sanborn | 129 | 76 | 53 | 96 | 58 | 38 | 59 | 76 | 5 | Edward Thorndike. |
| 26 | E. H. Rodenburg | 115 | 67 | 48 | 23 | 13 | 10 | 26 | 23 | 6 | John Sanborn. |
| 27 | Louisa A. Pratt | 122 | 43 | 69 | 87 | 40 | 47 | 60 | 60 | 4 | James Adams. |
| | | 2696 | 1321 | 1375 | 2029 | 1026 | 1003 | 1513 | 1727 | 195 | |

The reports of the sub-committees of the several primary schools, represent some of them to be defective as to management and progress, but state that the most of them are teaching well the few and simple, but still important and interesting studies, that are required in them. Here the pupils may acquire habits, which, if good, will materially aid their future culture; but if bad, will as materially retard it; and hence it is necessary that those who assume the office of teachers of these primary schools, should aim for themselves at a thorough self-culture. Take the accomplishment of reading. In these schools the voice may be trained properly; the pupils may learn how to attain command of it; may acquire habits of distinct articulation; may be taught to read carefully and distinctly; and no small progress may be made, thus early, in giving proper expression in those pieces which can be fully comprehended. In all this, at least, the right way may be pointed out. It is feared, however, that it is not every teacher who has given this subject that attention its importance demands. This surely ought not to be the case. While good judgment in governing a school is one requisite, another, no less important requisite, should be careful study of the subjects that are taught.

It was this consideration, as to the importance of the primary schools, that induced a special committee, appointed to consider the qualifications for the admission of scholars to the Grammar and High Schools, to remark:

“Your committee are happy to learn that the graduates from all the schools the last spring have appeared better prepared than in any former year. Still there is a deficiency, especially in reading, which seems to point to the Primary Schools, where more attention should be paid to enunciation and articulation, as it is well known that the voices of the young are more pliant and easily trained than in after years. We would therefore recommend, that geography be discontinued in the Primary Schools, in order to give more time for the thorough use of Tower’s books, which are the only reading books approved by the Board.”

The following is the qualification which the Board have adopted for admissions to the Grammar Schools:

“Each candidate shall be able to Read fluently from some easy lesson in the Intermediate Reader; to Spell common words of one and two syllables; to repeat the Tables of the Vowel and Consonant Elements, of the Abbreviations and Numbers, of the Points and Characters used in Writing; to answer, promptly, simple questions in Addition, Subtraction, Multiplication and Division.”

GRAMMAR SCHOOLS.

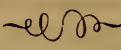
The following table comprises statistics of the High and Grammar Schools:

SCHOOL RETURNS,

AT THE SEMI-ANNUAL EXAMINATIONS.



HIGH AND GRAMMAR SCHOOLS.

| SCHOOL RETURNS, | | AT THE SEMI-ANNUAL EXAMINATIONS. | |  | | HIGH AND GRAMMAR SCHOOLS. | |
|-----------------|---|----------------------------------|-----|---|---|---------------------------|---|
| High School, | - | - | - | - | - | - | - |
| Bunker Hill, | - | - | - | - | - | - | - |
| do. | - | - | - | - | - | - | - |
| Warren, | - | - | - | - | - | - | - |
| do. | - | - | - | - | - | - | - |
| Winthrop, | - | - | - | - | - | - | - |
| do. | - | - | - | - | - | - | - |
| Harvard, | - | - | - | - | - | - | - |
| do. | - | - | - | - | - | - | - |
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BUNKER-HILL SCHOOLS.

The Bunker-Hill School, Number One, is under the charge of David Atwood, Principal; and Dorcas E. Farnsworth and Caroline Phipps, Assistant Teachers. Number Two, is under A. B. Saunders, Principal; and Sarah J. Knights and Ann Nowell, Assistant Teachers. The sub-committee are Charles D. Lincoln, Lemuel Gulliver and George Bradford.

It was stated in the last annual report that more force was necessary in both of these schools; and this, in the early part of the year, was supplied by placing an additional female assistant teacher in each of them. The April reports speak decidedly of the beneficial influence which these teachers exerted on the school, which was seen immediately in the progress made by the pupils of the lower classes. The sub-committees state that both schools, under faithful teachers, were doing well. In April, they say that the exhibitions "were of an exceedingly interesting and satisfactory character; and although on both occasions the weather was unusually boisterous, yet a large company of the friends of the schools were present, which showed that they were heartily cherished." In October, they state that the school under Mr. Atwood was maintaining its hitherto excellent character, with the exception of the classes under one of the assistant teachers, where improvement was needed; and the one under Mr. Saunders, who has been more recently appointed, was a well drilled, well governed and well instructed school, making excellent progress. They present the Bunker-Hill Schools, as a whole, as "taking post in the very front rank of our grammar schools."

WARREN SCHOOLS.

Warren School, Number One, is under the charge of George Swan, Principal; and Elizabeth Upton, M. J. Chandler and N. R. Sampson, Assistants. Number Two, is under Joseph T. Swan, Principal; and Sarah T. Chandler, Mary M. May-

hew and Ann E. Chandler, Assistants. The sub-committee are Andrew K. Hunt, Oliver C. Everett and William Williams.

The reports of these schools continue to be highly favorable. In April, the committee remark: "Excellent order, general punctuality, reciprocal confidence and studious attention, characterise these two nurseries of education, and in our opinion they augur well for the future." In October, after remarking on their general excellent condition, and that they were accomplishing all that might be expected of them, the report makes a discrimination that will apply to all the schools: "Those scholars who are constant in their attendance, and who are diligent in the improvement of the advantages which they so richly enjoy, are making commendable progress; while those whose seats are often vacant, and who, for slight and trivial causes, are permitted to absent themselves, find it difficult, and in fact impossible, to keep pace with the constant attendants."

WINTHROP SCHOOL.

Winthrop School, Number One, is under the charge of B. S. F. Griffin, Principal; and Sarah E. Russell, R. S. Richardson and Anna Delano, Assistants. Number Two, is under S. S. Willson, Principal; and Misses J. A. Bridge, A. M. Gregory and E. M. Richardson, Assistants. The sub-committee are Edward Thorndike, James G. Fuller and John Sanborn.

The sub-committee in April made an elaborate report of the appearance, recitations and general condition of each of the divisions in both of these schools on the examination. While there it is discriminating as to the merits of various classes, the state of both schools is characterized, as to progress, as being highly gratifying; and the discipline and order in them, as entirely satisfactory. At the period of the October examination, school Number One lost the services of Mr. Luther W. Anderson, who had been in it over five years,

and had been a valuable teacher. He was succeeded by Mr. Isaac Coffin, whose appointment proved unfortunate. He resigned his place in December, and was succeeded by Mr. B. S. F. Griffin, who is an able and experienced teacher. Changes like these are always unfavorable to a school; and yet, so high has been the character of this school, that it is believed the pupils will go on now in their accustomed success. The committee, in October, stated that school Number Two "exhibited continued assiduity of the several teachers in their various departments, and fair proficiency in the pupils generally."

HARVARD SCHOOL.

Harvard School, Number One, is under the charge of C. S. Cartee, Principal; Misses A. O. Robbins, S. J. Stockman and T. F. Kittredge, Assistants. Number Two, is under Joseph B. Morse, Principal; and Misses A. M. West, Elizabeth Swords and H. E. Knight, Assistants. The sub-committee are William Tufts, James Adams and Nathan Merrill.

The sub-committee in April, reported both schools to be in a gratifying condition. Number One, in consequence of increased force being placed in it, having much improved. They state: "In summing up the results of their labors, they would, in general terms, testify to the excellent condition of both schools; to the ability, and successful efforts of the teachers, assistants as well as principals; and to the good order, attention to studies, and exemplary deportment of the scholars." In October, the report was equally encouraging. It says: "In the thorough training of the children in the principles and elements of the studies pursued, the teachers evince a fidelity, zeal and competency highly gratifying."

GENERAL REMARKS.

These reports represent the condition of the Grammar Schools generally in a favorable light. There can be no wiser policy as to them than to elevate their character, to increase their attractions, to require and expect that their teachers should present their classes as making regular progress, from the youngest to the oldest. This, albeit a severe test, ought to be the test, of a good school. Hence, in a well managed grammar school, it has been the policy to hold the head masters as even accountable for a proper progress on the part of the lower classes; to require them to exercise so much of a supervision as, at stated periods, to hear the classes recite; and in this way to infuse unity and spirit into the school. This is believed to be a sound principle. At any rate, every thing ought to be done that can be, to keep these schools at as high a standard as possible, for to thousands of children, a large majority of youth, these furnish all the school advantages they will enjoy.

Such considerations induced a sub-committee, in treating of the qualifications for admission to the High School, to remark: "The improvement of our school system, the large number of successful candidates, the increased expectations of the High School, seem to justify us in requiring now what was recommended and approved two years ago, to be pursued in all the Grammar Schools. We have added easy composition, which will only require a little more attention to the grammar exercises already introduced in some of the grammar schools. It does seem requisite for the larger part of the pupils who will go from the grammar schools into active life, that they should be able to write a letter or compose a paragraph in a proper manner, conveying their own thoughts and opinions upon a question or subject on which they become interested. Without reference, then, to the High School, the committee would press the importance of composition and declamation, as originally designed to be a portion of the grammar school instruction, believing that

these studies may be pursued without any disadvantage to those already required, while they will prepare those who enter the High School to proceed more rapidly and satisfactorily in the higher course of instruction."

The following qualifications were established for admission to the High School:

Each candidate shall be able to pass a thorough examination in Reading, Writing, Spelling, Grammar, Modern Geography and Maps, Wilson's History of the United States, part I, II, III, omitting in part II from chapter III to chapter XIX, inclusive; Colburn's Intellectual Arithmetic; Greenleaf's Common School Arithmetic, as far as section XXXVIII; Easy Composition.

HIGH SCHOOL.

The High School is under the charge of A. M. Gay, Principal; Charles F. McDonald, Sub-master, and Mrs. P. G. Bates, Assistant. The sub-committee are James Adams, James G. Fuller, O. C. Everett, and Lemuel Gulliver.

This school continues under the same organization that was described in the last annual report. It has three classes—the junior class, which studies Arithmetic, Algebra, Geometry, Physiology, and the Latin reader; the middle class, which studies Natural Philosophy, Geometry, and Cæsar; and the senior class, which studies French, Natural History, and Virgil.

The reports of the examinations, both in April and in October, speak in the most gratifying terms of the fidelity of the teachers, and the prosperity of the school. The latter report thus alluded to the character and number of pupils: "It is with great pleasure the committee presents the report, confident that the school continues to maintain its high character, and is worthy of the highest confidence of the community. The progress of the scholars in the various studies is slow but sure. Your committee were very much gratified with the thoroughness of the recitations and in the

apparent interest in the pupils. It was a large class that was admitted, and with very few exceptions proved itself well trained for the higher branches which were pursued. It was thought by the board that a number would leave soon after entering, as has been customary in previous years. But it was not so. There have continued to be more pupils than there were desks to accommodate. This shows an unusual interest in the new members, and we trust also the increased interest of parents to keep their children in the school, that they may enjoy longer the advantages which are offered."

This school, with all the advantages of a well appointed academy, is attaining a high rank. It has a cheering public opinion to sustain it; while it affords to deserving pupils to attain a higher culture than it is possible for the grammar schools to afford.

GENERAL REMARKS.

The several sub-committees have devoted much time to the examinations of the schools. These have, hence, been really examinations and not exhibitions. They were commenced without previous notice or previous special preparation, and continued with the object of ascertaining what the pupils knew about the studies they had gone over, and to what extent they had been required to think and to work out results of themselves. An instance will serve to indicate this thoroughness. One sub-committee states: "In the examination of the different divisions and classes, the committee were engaged some twelve or fourteen afternoons; devoting to each branch of study brought under review as much attention as circumstances and their own time would permit." Both schools were subjected to a careful scrutiny. This duty has been done twice during the past year. It has been continued, in the belief that the influence of it has been in various ways beneficial. The glistening countenances of the pupils of a school room, better than any words, speak

the welcome of the members of the committee ; while their presence serves to cheer and encourage the teachers in their arduous labors. After this scrutiny, reports more or less in detail, are presented at the regular meetings of the board. Has a teacher been neglectful or lacking in ability ? The deficiencies are detailed in the report and commented on in the committee. Has a teacher been faithful and successful ? This, too, is made known and remembered. This statement will serve to indicate the vigilant watch that has been kept over this important branch of our municipal service.

In addition to the semi-annual examinations, there have been annual exhibitions of all the schools, when the exercises have been left to the judgment of the teachers and been witnessed by as large a number of the citizens as the several rooms would contain. These have been occasions of deep interest and pleasure both to pupils and friends ; and, inasmuch as they constitute so many local practical lectures on the varied advantages of early culture, they are by no means without a salutary influence on the cause of education. In relation to them the committee make one remark ; they believe them to be advantageous to the pupils, and satisfactory to the community, in proportion to the impartiality that characterizes them. This will be manifested in the way in which *all* the scholars of a class are called on to take a share in them. The quick sensibilities of parents, no less than the keen eyes of youth, are jealous of favoritism ; and all appearances of it should be carefully avoided in the schools.

It is after such examinations, that the committee would commend our excellent system of public instruction, with increasing confidence, to the community. If not perfect, it certainly has many things in the right direction. It aims to welcome all the children with a like encouragement. It meets them with a paternal yearning for their mental, moral, and religious well-being. It endeavors to make them realize the value of the intellectual mine that is within them, and presents every inducement that is just and proper, to persuade

them to work it and improve it; and it begins to do this at almost an infant age, and ceases not until an age of maturity and action has been reached. Such is the open pathway, onward and upward, of the various grades of our schools. Such a system is worthy of the fame of this ancient place.

The evils that have been and are now connected with our schools—tardiness, absences, and defective discipline—have been so often commented on that the committee consider it to be inexpedient to go at length into a consideration of them. But another evil, that of truancy, is a great one in this city as it is in all large cities. In some cases it requires to be met by the stringency of law, but in a large majority of cases other modes of treatment, in connection with a stringent law, have been found most efficacious. Thus out of 625 cases of truancy dealt with by three agents appointed by the city of Boston, only 31 were sentenced to the House of Reformation and the Reform School—the larger portion of the remainder being persuaded to attend school. This experience shows the benefit of a judicious agency appointed to look after habitual truants, and to confer in a humane spirit with their parents or guardians. It is an evil to take children away from their homes, collect them in large numbers, and give to one person or a few persons that control over them which parents or guardians exercise; and any well-considered plan that will obviate the necessity of this, and that promises to operate beneficially, merits a trial. And hence the committee recommend such an agency to be established in this city.

But however vigilant may be officers of the law, or however valuable may be the advantages afforded by our schools, they be all vitiated or rendered nugatory by deficient home management. One instance of this is the habit of allowing boys of tender age, while yet attending the school, to be out evenings, and even until late at night. Groups of them for purposes of sport, or sometimes for worse purposes, may be seen and heard in favorite localities. Now this is the time

when juvenile criminals at large use most their entices and do their most mischief. Evening is the time for petty thefts, for early gambling, for corruption of all kinds. This is the time when much of temptation is first presented to youth. Now is this enough thought of by parents and guardians? Do they consider enough the fact that here is so often the beginning of the corruptions of boyhood? There could hardly be a more beneficial reform than to require boys to remain always at home or in doors during evenings. For this purpose let the home be made attractive; and then, while it will keep youth out of the paths of temptation, it will serve to nurture in them good influences, and thus powerfully aid in promoting those high aims that our schools are designed to foster and reach.

This community need no argument as to the duty and necessity of supplying opportunities for the education of its youth that shall be free alike from sectarian or partisan influences, be open alike to all, and be shared and enjoyed, like the bounties of Providence, in common. These are the foundation stones of our system of free schools. Public opinion here is fixed on their vital importance, and the only question is, whether, on such a basis, the superstructure has risen to the mark of the progress of the times; whether here are enjoyed all the advantages that well tried experience has sanctioned. In proportion as our schools reach this mark they will be accepted—in proportion as they fail to reach it, will the community be dissatisfied. The committee have reason to believe that the closer the comparison be made between the advantages enjoyed here and those enjoyed elsewhere, the more will the result redound to the credit of the city.

By order of the committee.

RICHARD FROTHINGHAM JR., Chairman.

Charlestown, Dec. 1852.

